

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Whale Branch Elementary

District: Beaufort

Principal: Mark Mansell

Superintendent: Valerie Truesdale

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Whale Branch Elementary is a year round rural elementary school located in Beaufort County. We are currently a PreK- Fourth grade school, with our rising fifth graders now attending Whale Branch Middle School. Two hundred eighty-four students attend Whale Branch Elementary of which 71% are African American, 22% are Caucasian and 5% are of Hispanic decent. The poverty level for Whale Branch Elementary is 84%. Whale Branch Elementary has 21 certified staff members, and 7 teacher assistants; of which 17 are female and 4 are male. Five teachers are new to the school this year and one teacher is new to their position.

We have a math coach, who is funded through the school district and a curriculum coordinator funded through technical assistant funds. In order for Whale Branch Elementary School to make expected progress, we must achieve a 2.7 on our absolute scale index by fall 2009. In order to achieve our goal, the principal, school leadership team, the superintendent and our ERTL, analyzed our school data.

PACT Performance: English/ Language Arts

Grade	Below Basic			Basic			Proficient			Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
3 rd	31.8%	52.0%	32.7%	43.2%	30%	34.6%	25%	18%	32.7%	0.0%	0.0%	0.0%
4 th	31.3%	50.0%	53.7%	46.9%	45.2%	26.8%	21.9%	4.8%	19.5%	0.0%	0.0%	0.0%
5 th	47.7%	47.2%	34.8%	43.2%	38.9%	45.7%	9.1%	13.9%	19.6%	0.0%	0.0%	0.0%

PACT Performance: Math

Grade	Below Basic			Basic			Proficient			Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
3 rd	36.2%	64.0%	59.6%	51.1%	30.0%	30.8%	12.8%	4.0%	5.8%	0.0%	0.0%	3.8%
4 th	40.5%	40.5%	41.5%	42.9%	43.9%	43.9%	23.5%	14.3%	7.3%	8.8%	2.4%	7.3%
5 th	41.7%	41.7%	26.1%	41.7%	25.0%	43.5%	8.3%	22.2%	17.4%	8.3%	11.1%	13.0%

PACT Performance: Science

Grade	Below Basic			Basic			Proficient			Advanced		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
3 rd	72.2%	57.7%	66.7%	22.2%	38.5%	25.9%	3.7%	3.8%	7.4%	1.9%	0.0%	0.0%
4 th	58.5%	61.9%	68.3%	26.8%	35.7%	24.4%	14.6%	0.0%	2.4%	0.0%	2.4%	4.9%
5 th	76.8%	50.0%	62.5%	19.6%	16.7%	20.8%	0.0%	22.2%	8.3%	0.0%	13.9%	8.3%

The principal along with the leadership team, composed of the curriculum coordinator, math coach, grade level representatives, and our ERTL, analyzed student performance data on PACT and MAP. We need to achieve a 2.7 absolute index to meet expected progress by year 2009. On PASS, we will need to gain .2 during the year 2008-2009. Therefore, it is our goal to have a 20% net gain increase in performance levels on our PACT scores for this year. Through our longitudinal data analysis, we have identified performance trends. We analyzed each grade level to

look for trends of growth in English/Language Arts, Math, and Science. For example, we have identified fourth grade performance in the areas of ELA and Science as areas of decline on PACT performance. Third grade students continue to perform well on PACT and MAP. It is through the longitudinal analysis on PACT and current MAP scores that we determined our focused school renewal goals in reading, math and science.

We will monitor our progress through MAP testing. MAP testing will be given in August, December, and March. We will monitor our progress in Math utilizing Every Day Math unit assessments and checklists. We will use Rigby Benchmarks and unit testing to monitor our progress in English Language Arts. School- wide writing prompts will be scored using the South Carolina Writing Rubric. We will monitor our progress in Science using weekly assessments created by our coach.

School Timeline

Month	Staff Development	Testing	Strategy Monitoring	Person Responsible
August	1. Analyzing our 2008 PACT data: Determining the amount of growth needed to meet expected progress. Do we need to amend our goals to reflect the percentage of growth needed?	2. Administer MAP Testing 3. Rigby Benchmark Testing 4. School-Wide Writing Prompt		1. Leadership team-Mark Mansell, Dan Gibson, Michael Glaze, Barbara Kulisek 2. Curriculum Coordinator/Kulisek Computer Assistant/Sova Teachers in Grades 2-4. 3. Teachers in Grades K-4 4. Curriculum Coordinator/ Teachers in Grades 1-4.
September	1. Rigby Professional Development Training- We know our benchmarks... now what? updates on how to best utilize the Rigby Literacy Program 2. Use of MAP scores and DesCartes		3. Begin weekly classroom observations and provide follow-up conferences with teachers. 4. Disaggregation of data-differentiation in classrooms 5. Begin Data Team meetings	1. Curriculum Coordinator/ Rigby Professional Development Consultant/ Teachers in Grades K-4 2. Leadership team/ teachers in grades 2-4 3. Principal/ Curriculum Coordinator 4. Leadership team/teachers in grades 2-4 5. Leadership team/ teachers in grades 2-4
October	1. South Carolina Writing Rubric Training 2. 6+1 writing traits training	3. School- Wide Writing Prompt	4. Continue weekly classroom observations and provide follow-up conferences with teachers 5. Data Team meetings- Revisiting our data: making adjustment to our differentiated classrooms	1. Leadership team/ classroom teachers 2. Curriculum Coordinator/classroom teachers 3. Curriculum Coordinator 4. Principal/ Curriculum Coordinator 5. Leadership team/ teachers in grades 2-4
November	1. Utilization of technology in the classrooms – Promethean Boards	2. Primary MAP Testing	3. Continue weekly classroom observations 4. Continue data team meetings	1. Technology integrationist/ Jeff Briggs 2. Curriculum Coordinator/ Computer Assistant/ Teachers in grades K-1 3. Principal/Curriculum Coordinator 4. Leadership team/

				teachers in grades K-4
December	1. 6+1 writing traits training	2. MAP Testing	3. Disaggregation of data-differentiation in classrooms 4. Continue weekly classroom observations	1. Curriculum Coordinator/classroom teachers 2. Curriculum Coordinator/Computer Assistant/classroom teachers 3. Classroom teachers 4. Leadership team/classroom teachers 5. Principal/ Curriculum Coordinator
January	1. School-wide book club <i>Because Writing Matters: Improving Writing in our Schools</i>	2. School Wide Writing Prompt	3. Continue weekly classroom observations 4. Continue data team meetings	1.Principal/ Curriculum Coordinator 2.Classroom Teacher/Leadership team 3. Principal/ Curriculum Coordinator 4. Leadership team/ teachers grades K-4
February		1.Rigby Benchmark prompt	2. Continue weekly classroom observations 3. Continue data team meetings	1. Curriculum Coordinator/classroom teachers 2. Principal/ Curriculum Coordinator 3. Leadership team/ teachers grades K-4
March		1. State-wide Writing Assessment (PASS) 2. MAP 3.School Wide writing prompt		1. School Testing Coordinator/ teachers grades 3 and 4 2. Curriculum Coordinator/Computer Assistant/classroom teachers 3.Classroom Teachers/Leadership Team
April			1. Continue weekly classroom observations 2. Continue data team meetings	1.Principal/ Curriculum Coordinator 2. Leadership team/ teachers grades K-4
May		1. Statewide Achievement Testing in Reading, Math, Science and Social Studies		1. School Testing Coordinator/ teachers grades 3 and 4

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 35% of students in 3rd and 4th grade will increase one performance level on the South Carolina state achievement test in the area of ELA as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>Individual 3rd and 4th grade teachers will analyze PACT and MAP data for their students.</p> <p>Individual teachers will analyze PACT and MAP data to identify students who have the greatest potential to move one PACT performance level in ELA.</p>	<p>4th grade teacher/ Portia Vaughn 4th grade teacher/ Keith Parker 4th grade teacher/ Brian Kennedy 3rd grade teacher/ Dan Gibson 3rd grade teacher/ Sarah Mettlen 3rd grade teacher/ Marcia Spivey Curriculum Coordinator/ Barbara Kulisek</p>	<p>August 2008</p>	<p>Data analysis will support the achievement of this goal by identifying students who have the greatest potential for growth. -Teachers will attend weekly analysis meetings with the principal to discuss their individual class analysis forms, RIT target data sheets from NWEA, and to combine with school analysis chart. -Teachers will analyze student RIT bands to target specific instruction through the use of DesCartes to utilize during before and after school. -Teachers will analyze their students PACT performance and indicate their students that have the greatest potential for growth.</p> <p>Person responsible: Kulisek/ classroom teachers</p>
<p>Analyze Rigby data to group students within the self-contained classroom to facilitate differentiated reading instruction</p>	<p>4th grade teacher/ Portia Vaughn 4th grade teacher/ Keith Parker 4th grade teacher/ Brian Kennedy 3rd grade teacher/ Dan Gibson 3rd grade teacher/ Sarah Mettlen 3rd grade teacher/ Marcia</p>	<p>August 2008</p>	<p>Data analysis will support the achievement of this goal by identifying students' guided reading levels. -Teachers will benchmark students 4-times during the year, August, October, February, and May to measure growth, utilizing benchmark spread sheet. -Students will be instructed on South Carolina State Standards utilizing guided reading books on their reading level.</p> <p>Person responsible: Kulisek/classroom teachers</p>

	Spivey Curriculum Coordinator/ Barbara Kulisek		
Teachers will utilize leveled guiding reading books to differentiate the different levels of reading as identified in their classrooms.	4 th grade teacher/ Portia Vaughn 4 th grade teacher/ Keith Parker 4 th grade teacher/ Brian Kennedy 3 rd grade teacher/ Dan Gibson 3 rd grade teacher/ Sarah Mettlen 3 rd grade teacher/ Marcia Spivey Curriculum Coordinator/ Barbara Kulisek	August 2008	Utilization of guided reading groups will facilitate the achievement of this goal by facilitating the various reading levels of students in the classroom. -Classroom lesson plans will indicate the various levels of the students and how the teacher is differentiating instruction – lesson plans are reviewed weekly by leadership team utilizing checklist of essential lesson plan components. -Rigby Benchmark levels will increase by students reading on the appropriate instructional level. Person responsible- Kulisek/ classroom teachers
Teachers will collaborate in grade level planning weekly and will coordinate ELA strategies to assure consistent instruction among the grade level.	4 th grade teacher/Portia Vaughn 4 th grade teacher/ Keith Parker 4 th grade teacher/Brian Kennedy 3 rd grade teacher/ Dan Gibson 3 rd grade teacher/ Sarah Mettlen 3 rd grade teacher/Marcia Spivey Principal/ Mark Mansell Curriculum Coordinator/ Barbara Kulisek	July 2008	Collaborative grade level planning will support the achievement of this goal by establishing a consistency of instruction among grade level classes. -Minutes will be kept in a grade level planning notebook. -Cross reference of lesson plans and observations will occur and be indicated on the observation rubric, (TAP (Teacher Advancement Program) rubric) that is done by principal and curriculum coordinator. Person responsible- Kulisek
Provide additional support for identified students through the before and after school program.	After-school teachers: Keith Parker Coretta Brown Beverly Brown Carolyn Hicks	September 2008	Supporting identified students who have the greatest potential to move one PACT level will facilitate this goal. -After-school coordinator will document DesCartes levels (NWEA classroom breakdown by goal) and student growth in a notebook -After-school lesson plans will be collected and maintained in a notebook Person Responsible-Parker

Teachers will improve student performance in writing utilizing the 6+1 traits. 6+1 traits gives teachers a shared vision and vocabulary for describing the qualities of writing: ideas, organization, voice, word choice, sentence fluency, conventions and presentation.	3 rd and 4 th grade teachers Curriculum Coordinator	August 2008	<p>Student achievement in writing will help identified students move one South Carolina State Assessment level.</p> <ul style="list-style-type: none"> - Classroom lesson plans will indicate that teachers are utilizing the 6+ 1 traits and incorporating the South Carolina writing rubric. - School-wide writing prompt four times a year (August, October, January, March) assessed using the South Carolina Writing Rubric by the school leadership team. A spread sheet will be used to show growth. Follow up grade level meetings to discuss trends and overall student performance. <p>Person responsible: Classroom teachers</p>
Interventionist will support remediation or enrichment activities done by teachers for targeted groups of targeted students.	Grade 3-4 classroom teachers Intervention teacher/ Jackie Whalen/Andrea Daniel Curriculum Coordinator/Kulisek	September '08	<p>Interventionist will support the achievement of this goal by targeting groups of students to enhance student learning.</p> <ul style="list-style-type: none"> -Interventionist will document assistance given in portfolio. (Notebook of student progress) -Teachers will identify students the interventionist assists in lesson plans. <p>Person responsible: Whalen/ Daniel</p>
Provide additional support for targeted group of students through paraprofessionals/certified teachers in Compass Learning during before and after-school.	After-school teachers Before-school teachers	August 2008	<p>Compass Learning will facilitate this goal because it is correlated to South Carolina Standards and MAP testing-</p> <ul style="list-style-type: none"> -students are given a prescribed program based on their RIT scores and DesCartes learning continuum. -reports created from Compass Learning will be placed in the after-school notebook and disseminated to teachers for use in instructional planning in the classroom. <p>Person responsible: Parker/Bennett</p>
Principal and leadership team will conduct at least twice weekly classroom observations and provide teachers with constructive feedback.	Principal- Mark Mansell Curriculum Coordinator- Barbara Kulisek		<p>Classroom instruction will improve therefore supporting the achievement of goal.</p> <ul style="list-style-type: none"> -An observation schedule will be created for the principal and curriculum coordinator to follow. -Written feedback, utilizing the TAP (Teacher Advancement Program) rubric, will be provided to teachers and conferences held if needed.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: Math

By April 1, 2009, 25% of students in 3rd and 4th grade will increase one performance level on the South Carolina state achievement test in the area of math as measured by aligned MAP RIT scores from Fall 2008.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>Individual 3rd and 4th grade teachers will analyze PACT and MAP data for their students.</p> <p>Individual teachers will analyze PACT and MAP data to identify students who have the greatest potential to move one PACT performance level in Math.</p>	<p>4th grade teacher/Brian Kennedy 4th grade teacher/Keith Parker 4th grade teacher/Portia Vaughn 3rd grade teacher/Dan Gibson 3rd grade teacher/Sarah Mettlen 3rd grade teacher/Marcia Spivey Math/Science Coach/Michael Glaze Curriculum Coordinator/Barbara Kulisek</p>	<p>August 2008</p>	<p>Data analysis will support the achievement of this goal by identifying students that have the greatest potential for growth. -Teachers will analyze student RIT bands to target specific instruction through the use of DesCartes. RIT target data sheets from NWEA, -Teachers will analyze their students PACT performance and indicate students that have the greatest potential for growth Person responsible: Glaze/ Classroom teachers</p>
<p>Provide additional support for identified students through paraprofessionals/certified teachers in Compass Learning during before and after-school.</p>	<p>After-school teachers Before-school teachers</p>	<p>August 2008</p>	<p>Compass Learning will facilitate this goal because it is correlated to South Carolina Standards and MAP testing- -students are given a prescribed program based on the RIT scores and DesCartes learning continuum. -reports created from Compass Learning will be placed in the after-school notebook and disseminated to teachers</p>

			for use in instructional planning in the classroom. Person responsible: Parker/Bennett
Teachers will collaborate in grade level planning weekly and will coordinate math strategies to assure consistent instruction among the grade level.	3 rd and 4 th grade teachers Math Coach/ Michael Glaze	September '08	<p>Collaborative grade level planning will support the achievement of this goal by establishing a consistency of delivery of state standards and instruction among grade level classes.</p> <p>Cross reference of lesson plans and observations will occur and be indicated on the observation rubric, (TAP (Teacher Advancement Program) rubric) that is done by principal and curriculum coordinator.</p> <p>-Minutes will be kept in a grade level planning notebook. Person responsible: Glaze</p>
Principal and leadership team will conduct at least twice weekly classroom observations and provide teachers with constructive feedback.	Principal/ Mark Mansell Math Coach/ Michael Glaze Curriculum Coordinator/Kulisek	September '08	<p>Classroom instruction will improve therefore supporting the achievement of goal.</p> <p>-An observation schedule will be created for the principal and curriculum coordinator to follow.</p> <p>-Written feedback utilizing the TAP (Teacher Advancement Program) rubric will be provided to teachers and conferences held if needed. Person Responsible: Kulisek</p>
Math coach will support teachers in implementing all components of Everyday Mathematics.	3 rd and 4 th grade teachers Math Coach/ Glaze	August '08	<p>Everyday Mathematics is a research- based math program. Utilizing all components of this program has been shown to raise student achievement.</p> <p>- Classroom lesson plans– lesson plans are reviewed weekly by leadership team utilizing checklist of essential lesson plan components.</p> <p>-Classroom observations utilizing the TAP (Teacher Advancement Program) rubric Person Responsible: Glaze</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: Science

By April 1, 2009, 40% of students will increase one performance level in 3rd and 4th grade on the South Carolina state achievement test as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<p>Individual 3rd and 4th grade teachers will analyze PACT and MAP data for their students.</p> <p>Individual teachers will analyze PACT and MAP data to identify students who have the greatest potential to move one PACT performance level in Science.</p>	<p>4th grade teacher/ Brian Kennedy 4th grade teacher/ Keith Parker 4th grade teacher/ Portia Vaughn 3rd grade teacher/ Sarah Mettlen 3rd grade teacher/ Dan Gibson 3rd grade teacher/ Marcia Spivey Math/Science Coach/ Michael Glaze Curriculum Coordinator/ Barbara Kulisek</p>	<p>August 2008</p>	<p>Data analysis will support the achievement of this goal by identifying students that have the greatest potential for growth. -Teachers will analyze student RIT bands to target specific instruction through the use of DesCartes. NWEA Class Breakdown by Goal sheets- -Teachers will analyze their students PACT performance and indicate their students that have the greatest potential for growth Person responsible: Classroom teachers/ Glaze</p>
<p>Provide additional support for identified students through paraprofessionals/certified teachers in Compass Learning during before and after-school.</p>	<p>After-school teachers Before-school teachers</p>	<p>August 2008</p>	<p>Compass learning will facilitate this goal because it is correlated to South Carolina Standards and MAP testing- -students are given a prescribed program based on the students' RIT scores and DesCartes learning continuum. -reports created from Compass Learning will be placed in the after-school notebook and disseminated to teachers for use in instructional planning in the classroom. Person Responsible: Parker</p>

Teachers will utilize research-based STC Science kits in conjunction with the current curriculum to provide focused standards-based instruction.	3 rd and 4 th grade teachers Science Coach/ Glaze Curriculum Coordinator	September '08	Classroom instruction will reach a variety of learning modalities therefore supporting the achievement of this goal. -Lesson plans will indicate the use of the kits. Lesson plans are reviewed weekly by leadership team utilizing checklist of essential lesson plan components. -Schedule for using the lab will be kept. -discussion of kit usage will be recorded in grade level minutes. Person Responsible: Glaze/Kulisek
Teachers will utilize Science Studies Weekly, standards based science newspaper.	3 rd and 4 th grade teachers	September '08	Utilizing this newspaper will facilitate this goal because it is correlated to South Carolina Standards and includes labs and mini-labs. Lesson plans are reviewed weekly by leadership team utilizing checklist of essential lesson plan components. Person Responsible: 3 rd and 4 th grade teachers
Teachers will collaborate in grade level planning weekly and will coordinate science strategies to assure consistent instruction among the grade level.	3 rd and 4 th grade teachers Science Coach/ Glaze Curriculum Coordinator	September '08	Collaborative grade level planning will support the achievement of this goal by establishing a consistency of instruction among grade level classes. -Minutes will be kept in a grade level planning notebook. Person Responsible- Kulisek

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: : By April 1, 2009, 35% of students in 3rd and 4th grade will increase one performance level on the South Carolina state achievement test in the area of ELA as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Principal and leadership team will monitor 100% of teachers in grades 3-4 by observing at least 2 teachers per week to assure the implementation of the Focused School Renewal Plan goals in ELA.	Principal/ Mark Mansell Curriculum Coordinator/ Kulisek	Sept. 08	Monitoring 100% of teachers will support the achievement of this goal by assuring the implementation of the strategies indicated in plan. -Principal will maintain a master schedule indicating times ELA instruction occurs in each class. -Principal will meet with leadership team once a week to establish a schedule identifying teachers to be observed by each member for the next week. -Written feedback and/or conference will be provided to teachers following lesson observations. -Follow up observations will be conducted to ensure the implementation of the identified feedback. Person Responsible: Mansell/ Kulisek
Principal will ensure teachers are collaboratively planning weekly to develop lessons and strategies to ensure consistency within the grade level.	Principal/ Mark Mansell Curriculum Coordinator/ Barbara Kulisek	August 08	Grade level planning will support the achievement of this goal by developing consistent strategies to be utilized throughout the grade level. -Principal will designate days for grade levels to collaborate to develop common standards to be taught and strategies to be utilized throughout the grade level. -Grade levels will keep minutes of grade level planning in a binder. Person Responsible: Mansell/ Kulisek
Principal and leadership team will assess weekly lesson plans and assessments for alignment to standards, alignment, rigor and relevance and	Principal/ Mark Mansell Curriculum	Sept. 08	Assessment of weekly lesson plans and assessments will support the achievement of this goal by assuring alignment to standards and appropriate levels of rigor and relevance.

various learning strategies.	coordinator/ Kulisek		<ul style="list-style-type: none"> -Principal will establish a schedule for teachers to turn in lesson plans each Friday afternoon. -Principal will assign each member of leadership team lesson plans to review and provide written feedback to teachers on lessons and assessments. - either written feedback or feedback in conference will be given. -Lesson plans will be kept in office for cross reference during observations. <p>Person responsible: Mark Mansell/ Kulisek</p>
Materials and resources needed to teach standards and implement lesson delivery will be purchased.	Principal/ Mark Mansell		<p>Purchasing of materials will support the achievement of this goal by supporting the different modalities of children.</p> <ul style="list-style-type: none"> - Principal will provide copies of Purchase Orders of items purchased - Teachers will document items needed in their lesson plans - Interventionist hired will provide weekly schedule and lesson plans for students they have provided individual or small group instruction - Rigby Literacy will be purchased and utilized to support differentiation of instruction.
Implement a school- wide writing prompt schedule utilizing the time to write template and South Carolina Writing rubric.	Principal/ Mark Mansell Curriculum Coordination/ Kulisek		<p>Implementation of a school- wide writing prompt will provide students with experience writing to a prompt and the use of the South Carolina Writing rubric will provide students with the tools they need to perform on the South Carolina Writing Assessment.</p> <ul style="list-style-type: none"> - Principal will provide a spread sheet showing student growth - School-wide writing prompt four times a year (August, October, January, March) assessed using the South Carolina Writing Rubric by the school leadership team. A spread sheet will be used to show growth. Follow up grade level meetings to discuss trends and overall student performance.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 25% of students in 3rd and 4th grade will increase one performance level on the South Carolina state achievement test in the area of math as measured by aligned MAP RIT scores from Fall 2008.
(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Principal and leadership team will monitor 100% of teachers in grades 3-4 by observing at least 2 teachers per week to assure the implementation of the Focused School Renewal Plan goals in Math.	Principal/ Mark Mansell Math Coach/ Michael Glaze	Sept. 08	Monitoring 100% of teachers will support the achievement of this goal by assuring the implementation of the strategies indicated in plan. -Principal will maintain a master schedule indicating times Math instruction occurs in each class. -Principal will meet with leadership team once a week to establish a schedule identifying teachers to be observed by each member for the next week. -Written feedback and/or conference will be provided to teachers following lesson observations. -Follow up observations will be conducted to ensure the implementation of the identified feedback. Person Responsible: Mansell/ Glaze
Principal will ensure teachers are collaboratively planning weekly to develop lessons and strategies to ensure consistency within the grade level.	Principal/ Mark Mansell Math Coach/ Michael Glaze	August 08	Grade level planning will support the achievement of this goal by developing consistent strategies to be utilized throughout the grade level. -Principal will designate days for grade levels to collaborate to develop common standards to be taught and strategies to be utilized throughout the grade level. -Grade levels will keep minutes of grade level planning in a binder. Person Responsible: Mansell/ Kulisek
Principal and leadership team will assess weekly lesson plans and assessments for alignment to standards, alignment, rigor and relevance and various learning strategies.	Principal/ Mark Mansell	Sept. 08	Assessment of weekly lesson plans and assessments will support the achievement of this goal by assuring alignment to standards and appropriate levels of rigor and relevance. -Principal will establish a schedule for teachers to turn in

			<p>lesson plans each Friday afternoon.</p> <ul style="list-style-type: none"> -Principal will assign each member of leadership team lesson plans to review and provide written feedback to teachers on lessons and assessments. - either written feedback or feedback in conference will be given. -Lesson plans will be kept in office for cross reference during observations. <p>Person responsible: Mark Mansell/ Kulisek</p>
Materials and resources needed to teach standards and implement lesson delivery will be purchased.	Principal/ Mark Mansell		<p>Purchasing of materials will support the achievement of this goal by supporting the different modalities of children.</p> <ul style="list-style-type: none"> - Principal will provide copies of Purchase Orders of items purchased - Teachers will document items needed in their lesson plans
Ensure that teachers provide remediation/enrichment/ maintenance to students based on analyzed assessment data.	Principal/ Mark Mansell		<p>Remediation and enrichment of identified students will support the achievement of this goal by ensuring expected progress of students.</p> <ul style="list-style-type: none"> - Principal will establish an analysis and reflection sheet for teachers to complete on Everyday Math common unit assessments. - Teachers will meet with principal to discuss and analyze results as individual class and grade level. - After-school teachers will provide weekly schedule of students they have provided individual or small group instruction

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, 35% of students in 3rd and 4th grade will increase one performance level on the South Carolina state achievement test in the area of ELA as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in grades 3 and 4 at least once monthly in English Language Arts.	Academic Improvement Officer; Melissa Sheppard District ELA Coordinator; Sherry Carroll	August 08	Observations of teachers will support the achievement of this goal by assuring the implementation the strategies indicated in plan. District personnel will utilize observation checklist and reflection sheet to provide feedback and conference will be held as needed. Person Responsible: Sherry Carroll
Facilitate collaborative team meetings between classroom grade level teams and district coordinators.	Academic Improvement Officer; Melissa Sheppard District	August 08	Calling and conducting collaborative team meetings between the District Curriculum Specialists, the AIO and the school leadership group will support the achievement of this goal by analyzing data to better ascertain the teaching strategies that will be taught to the classroom teachers that will best meet the needs of the students. -Meeting Agendas- based on student achievement will be compiled -Meeting Minutes- development of weekly assessments and teaching strategies will be complied - Professional development agendas and teacher evaluation forms will be compiled Person Responsible-Mansell/ Kulisek

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, 25% of students in 3rd and 4th grade will increase one performance level on the South Carolina state achievement test in the area of math as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in grades 3 and 4 at least once monthly in Math.	Academic Improvement Officer; Melissa Sheppard District Math Coordinator: Maryanne Rizzi	August 08	Observations of teachers will support the achievement of this goal by assuring the implementation the strategies indicated in plan. District personnel will utilize observation checklist and reflection sheet to provide feedback and conference will be held as needed. Person Responsible: Maryanne Rizzi
Facilitate collaborative team meetings between classroom grade level teams and district coordinators.	Academic Improvement Officer; Melissa Sheppard District	August 08	Calling and conducting collaborative team meetings between the District Curriculum Specialists, the AIO and the school leadership group will support the achievement of this goal by analyzing data to better ascertain the teaching strategies that will be taught to the classroom teachers that will best meet the needs of the students. -Meeting Agendas- based on student achievement will be compiled -Meeting Minutes- development of weekly assessments and teaching strategies will be compiled - Professional development agendas and teacher evaluation forms will be compiled Person Responsible: Michael Glaze
District administrators will meet with the school leadership team each month to monitor the successful implementation of the Math focused goal strategies.	Academic Improvement Officer: Melissa Sheppard	August 08	Monthly leadership team meetings will support the achievement of this goal by assuring the implementation of the strategies indicated in plan. -Meeting Agendas- based on student achievement will be compiled -Meeting Minutes- development of weekly assessments

			<p>and teaching strategies will be complied</p> <ul style="list-style-type: none">- Professional development agendas and teacher evaluation forms will be compiled <p>Person Responsible: Melissa Sheppard</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) - a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

School- Wide Writing Prompts- PASS- like writing assessment- writing prompts will be administered four times a year and will be assessed utilizing the 15-point South Carolina Extended Response Rubric.

Rigby Benchmarks- an unseen fiction and non-fiction title for assessing children's reading - all in the one book. A Running Record is completed along with comprehension questions.

Science Studies Weekly- each weekly newspaper contains a standards-based science lesson; a current event article which parallels the weekly topic with current events which are scientifically related; labs and mini-labs which reinforce the scientific principles taught in the lesson. The teacher edition contains guided reading strategies, discussion questions, vocabulary, and scientific word wall words.

Compass Learning- standards aligned curricula that provides interactive, self-paced, challenging, engaging activities. Compass Learning is aligned with MAP and each student has a recommended learning path to improve their MAP scores.

6- Traits Writing- powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

Everyday Math- is a comprehensive pre-kindergarten through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.